Aspect: English Grammar
Topic: Verb

Introduction

A verb is a word that shows an action, an occurrence, or a state of being.
It is often called a doing word because it tells us what someone or something does.

Simple definition for young learners:

A verb is a word that tells us what someone or something does.
Example: run, eat, jump, sing

Expanded definition for higher levels:

In grammar, a verb is a part of speech that expresses an action (dynamic verb), an event, or a state of existence (stative verb). Verbs can show tense, voice, mood, person, and number, and they function as the core of the predicate in a sentence.

Types of Verb

A. Basic Types (For Primary & Junior Levels)

1. **Action Verbs** (Dynamic Verbs) – Show physical or mental action.
    - Physical: run, write, sing
    - Mental: think, believe, remember
2. **Linking Verbs** – Connect the subject to more information about it; they do not show action.
    - am, is, are, was, were, seem, become
    - Example: She is happy.
3. **Helping (Auxiliary) Verbs** – Work with main verbs to show tense, voice, or mood.
    - am, is, are, was, were, have, has, had, will, shall, can, may, must

    Example: She is running.

B. Advanced Classifications (For Senior Levels)

1. Transitive Verbs – Take a direct object. ***She reads books.*** (books = object)
2. Intransitive Verbs – Do not take a direct object. ***He sleeps.***
3. Regular Verbs – Form past tense by adding -ed.

- ***walk → walked, play → played***

4. Irregular Verbs – Change form in the past tense without -ed.

- ***go → went, eat → ate***

5. Finite Verbs – Show tense and agree with the subject. ***She runs every day.***
6. Non-Finite Verbs – Do not show tense; include infinitives, gerunds, and participles

- ***Infinitive: to eat***
- ***Gerund: eating***
- ***Participle: eaten, eating***

7. Modal Verbs – Express ability, possibility, permission, or obligation.

can, could, may, might, shall, should, will, would, must

How to Identify a Verb

Teachers can guide students to ask:

- Does the word tell what is happening or what someone is?
- Can the word change form to show past, present, or future?
- Does it agree with the subject in number and person?

Example:
The baby ***sleeps***. (sleeps = action)
The baby ***is*** cute. (is = linking verb showing state)

Usage of Verbs in Sentences

A. Showing Action
They ***run*** every morning.

B. Linking Ideas
The soup ***smells*** delicious.

C. Helping Main Verbs
She ***<u>has</u> finished*** her homework.

D. Showing Time (Tense)
Past: I ***walked*** yesterday.
Present: I ***walk*** daily.
Future: I ***will walk*** tomorrow.

Engaging Classroom Activities

For Primary Level

- **Verb Action Game:** Teacher says a verb; students act it out.
- **Verb Sorting:** Sort words into verbs and non-verbs.
- **Sentence Building:** Give nouns; students add suitable verbs.

For Junior Level

- **Verb Change Challenge:** Change a sentence's verb to past, present, or future.
- **Verb Hunt:** Find all verbs in a paragraph.
- **Verb Charades:** Students act out verbs for others to guess.

For Senior Level

- **Transitive/Intransitive Sorting:** Identify if verbs take an object or not.
- **Modal Debate:** Use modal verbs in persuasive sentences.
- **Verb Expansion:** Start with a verb and create complex sentences using it.

Exercises

A. Identify the verbs in the following sentences:

1. She writes every morning.
2. The children are playing in the park.
3. They have gone to the market.
4. The flowers smell sweet.
5. We will travel next month.

B. Fill in the blanks with suitable verbs:

1. The baby _____ softly.
2. He _____ a letter to his friend yesterday.
3. They _____ to school every day.

C. Change the verbs in brackets to the correct tense:

1. She (**eat**) dinner already.
2. They (**go**) to the cinema last night
3. I (**study**) for my exams tomorrow.

Teacher Tips for Engagement

- **Make it physical:** Use action games to reinforce action verbs.
- **Integrate real-life:** Use verbs connected to students' daily activities.
- **Show tense visually:** Draw timelines on the board to show verb changes.
- **Combine with other parts of speech:** Let students see verbs in full sentence contexts.

Suggested Subtopics for Further Reading

- Subject-verb agreement
- Phrasal verbs
- Verb tenses and aspects
- Voice (active vs. passive)
- Mood (indicative, imperative, subjunctive)

Sample Lesson Flow (All Levels)

- Warm-up – Quick "do the verb" activity (teacher calls action, students act it out).
- Presentation – Definition, types, and examples (simple → advanced).
- Practice – Verb identification or tense-changing activity.
- Production – Students create sentences using various types of verbs.
- Review & Feedback – Summarise verb types and correct common mistakes.